

## **WORK REQUIREMENTS**

The contractor shall provide French and Mauritian Creole (kreol) language instruction to employees and eligible family members at the U.S. Embassy office in Port Louis and tutoring for EFMs in the North of the island, per the specific requirements outlined below.

### **1. Location**

Classes will be held at the U.S. Embassy in Port Louis, Mauritius to include 5-10 hours of offsite instruction for one on one classes/ tutoring.

### **2. Time requirement**

The instruction period is November 2016 to August 2017. Classes will consist of 4 hours of classes per week and be held during business hours (7:30 to 4:30, Monday to Friday). Three French skill levels will be taught: beginner, intermediate, and advanced. One creole level will be taught. There will be 160 total hours of instruction during the period.

In addition to class instruction, time will be required for administration, course planning, testing, student assessment, and identification of teaching materials.

### **3. Number of students**

The actual number of students in each class will change through the course of the instruction year. We will organize classes into small group instruction (1-5 people) and large group instruction (6-10 people). Each instruction group should support the following number of students:

<u>Skill Level</u>	<u>No. of Students</u>
French Beginner	6-8 (est. 7)
French Advanced	3-4 (est. 3)
Creole	6-8 (est. 7)

### **4. Course Content and Structure**

Course goals, specific learning objectives and class structure must be established at the beginning of the course, in cooperation with students and the Embassy Language Officer. They must be reflected in a written Course Plan, developed by the instructor and provided to students and the Embassy Language Officer.

#### Course Goals

The three skill levels should broadly follow the following goals:

Beginner	Recognize commonly encountered phrases, carry out basic, everyday interactions and conversations, perform
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	introductions, and comprehend newspaper headlines and public information and notices
Intermediate	Conduct fluent conversations in social and professional settings; comprehend and discuss basic news articles and notices
Advanced	Perform news interviews and speeches in public, comprehend complex news articles and oral presentations

### Learning Objectives

The instructor must, in discussion with students, establish **specific learning objectives** for the course which support achievement of the goals of the course. Learning objectives can focus on mastery of grammar, vocabulary, language concepts, on handling specific types of interaction, or on mastery of certain topics of interest.

### Class Structure

Class instruction must use the following model. The instructor:

1. Says what he is going to teach
2. Teaches what he said he would
3. Assesses how well the students learned what he taught
4. Improves the process

The instructor must set student expectations. At the beginning of class, the instructor should say what will be done during the lesson. At the end of the class, the instructor should say whether any work is expected between lessons, and what will be done at the following lesson.

At the beginner levels, class time should be used for review, checking mastery, answering questions, and presenting new material. At the advanced level, class time should be used for reading articles, discussing topics, presenting points of view, and practicing interviews and public speeches.

Class structure may be adjusted in agreement between the instructor and students, but there must be an established method to class time that will enable the students to learn and achieve their goals for the course.

### Homework

The amount and content of work outside the classroom will be agreed between students and instructor. Not all students will be able to consistently devote time to language study outside of class.

### Course Plan

A **written course plan**, documenting the agreed-upon course goals, specific learning objectives, class structure and homework expectations must be provided by the instructor to students and the Embassy Language Officer by the beginning of the second week of lessons.

The plan should be based the instructor's experience and instructional approach, the requirements established in this work statement, and input from students.

The course plan should be kept updated – specific learning objectives should be established at least 6 lessons in advance. A sample course plan for the beginner level is attached.

## **5. Materials**

The contractor shall provide all instructional materials including texts, class exercises, handouts, tests, and audio-visual media.

The contractor shall provide other required classroom materials such as newspapers, magazines, or photocopied materials, written in the designated language for use by students in exercises or testing.

## **6. Student Assessment**

The instructor must assess student mastery of specific learning objectives as the course progresses, and maintain a written record for each student. Each month, updated assessment sheets must be provided to the student and to the Embassy Language Officer. A sample assessment sheet for a beginner-level student is attached.

## **7. Testing**

The instructor shall test students' knowledge and proficiency at the beginning and end of the course to establish a baseline and measurement of knowledge and proficiency obtained. It is preferred that the tests be held at the Embassy location. Additional tests may be administered as necessary.

## **8. Payment**

The Contractor shall not submit an invoice for payment until all requirements identified in this contract have been completed and services are complete.

The Contractor shall submit an invoice for payment in the proper amount in Mauritian Rupees via email to our Embassy contracting team. Email will be provided.

## **9. Samples of a course plan and student assessment sheet**

<p style="text-align: center;"><b>U.S. Embassy Port Louis</b></p> <p style="text-align: center;"><b>Course Plan</b></p> <p style="text-align: center;"><b>Beginner Course</b></p>
<p><b>Goals:</b> To recognize commonly encountered phrases, carry out basic, everyday interactions and conversations, perform introductions, and comprehend newspaper headlines and public information and notices.</p>
<p><b>Class Structure:</b> Conversation, discussion of plan for that day's class, reviewing previous material, checking mastery (student performance), answering questions, and presenting new material. Discussion of plan for following class.</p>
<p><b>Homework:</b> Optional.</p>
<p><b>Learning Objectives</b></p>
<p><b>Unit 1 – Pronunciation</b></p>
<p>French alphabet Vowel sounds and combinations Consonants</p>
<p><b>Unit 2 – Basic expressions</b></p>
<p>Count from 0 to 20 Grammar: Nouns (gender, single and plural) Greetings and farewells Introducing oneself Introducing someone else Meeting a neighbor</p>
<p><b>Unit 3 – Getting things done</b></p>
<p>Verbs: avoir, etre Grammar: asking questions Shopping Asking for directions Buying at the market</p>
<p><b>Unit 4 – On the phone</b></p>

Verbs: aller, faire, venir, 1 <sup>st</sup> group (-er) Grammar: definite and indefinite articles Calling an acquaintance Making a reservation Calling the airport
<b>Unit 5 – Socializing</b>
Verbs: modal verbs Grammar: possessive adjectives At a reception Inviting someone Organizing a party
<b>Unit 6 – Going out</b>
Verbs: voir, savoir, devoir, 2 <sup>nd</sup> group (-ir) Grammar: negation At a restaurant At a an event
<b>Unit 7 – Dealing with emergencies</b>
Verbs: dire, lire, écrire Grammar: prepositions and conjunctions Car trouble Minor accident

<p style="text-align: center;"><b>U.S. Embassy Port Louis</b>  <b>Student Assessment Sheet</b>  <b>Beginner Course</b></p> <p><b>Student Name:</b></p>		
<b>Learning Objective</b>	<b>Mastered (Y/N)</b>	<b>Needs Practice (Notes)</b>
<b>Unit 1 – Pronunciation</b>		
French alphabet	Yes   No	
Vowel sounds and combinations	Yes   No	

Consonants	Yes No	
<b>Unit 2 – Basic expressions</b>		
Count from 0 to 20	Yes No	
Grammar: Nouns (gender, single and plural)	Yes No	
Greetings and farewells	Yes No	
Introducing oneself	Yes No	
Introducing someone else	Yes No	
Meeting a neighbor	Yes No	
<b>Unit 3 – Getting things done</b>		
Verbs: avoir, etre	Yes No	
Grammar: asking questions	Yes No	
Shopping	Yes No	
Asking for directions	Yes No	
Buying at the market	Yes No	
<b>Unit 4 – On the phone</b>		
Verbs: aller, faire, venir, 1 <sup>st</sup> group (-er)	Yes No	
Grammar: definite and indefinite articles	Yes No	
Calling an acquaintance	Yes No	
Making a reservation	Yes No	
Calling the airport	Yes No	
<b>Unit 5 – Socializing</b>		
Verbs: modal verbs	Yes No	
Grammar: possessive adjectives	Yes No	
At a reception	Yes No	
Inviting someone	Yes No	
Organizing a party	Yes No	
<b>Unit 6 – Going out</b>		
Verbs: voir, savoir, devoir, 2 <sup>nd</sup> group (-ir)	Yes No	
Grammar: negation	Yes No	
At a restaurant	Yes No	
At a sport event	Yes No	

<b>Unit 7 – Dealing with emergencies</b>		
Verbs: dire, lire, écrire	Yes No	
Grammar: prepositions and conjunctions	Yes No	
Car trouble	Yes No	
Minor accident	Yes No	